DOCUMENT RESUME

ED 358 882 JC 930 313

AUTHOR Chen, May K. C.
TITLE Into the Downward Spiral: The Impact of Fee Increases and Course Reductions on LACCD Enrollment and Resources.
INSTITUTION Los Angeles Community Coll. District, Calif. Educational Services Div.
PUB DATE Jun 93
NOTE 52p.
PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110)

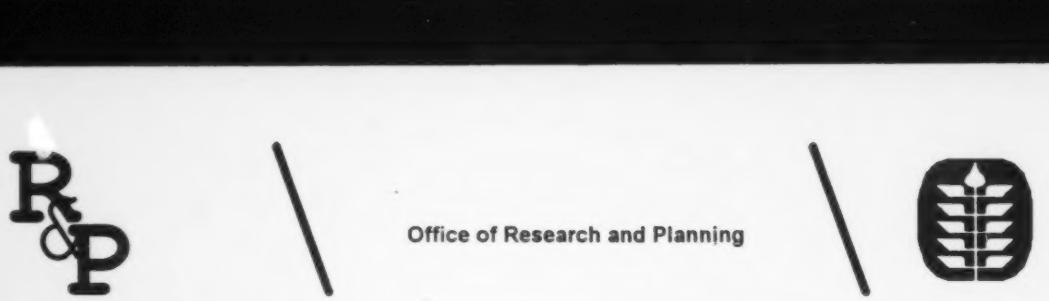
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Bachelors Degrees; Budgets; Community Colleges; *Economic Impact; *Educational Finance; *Educational Legislation; Enrollment; *Enrollment Trends; *Fees; Financial Exigency; Paying for College; *Student Attitudes; Student Behavior; Student Educational Objectives; Two Year Colleges
IDENTIFIERS *Los Angeles Community College District CA

ABSTRACT

One of the strategies adopted by the California legislature to deal with the state's fiscal crisis was to raise college fees. As of January 1993, regular community college students in the Los Angeles Community College District (LACCD) are charged $10 per semester unit, and baccalaureate (B.A.) degree holders are charged $50 per semester unit. Moreover, the maximum cap of $100 on enrollment fees has been removed, meaning annual fees can reach $1,500 for B.A. degree holders. In addition, the state's fiscal downturn has led to course reductions in the LACCD. To understand the impact of these changes, and to generate data to assist decision makers in establishing effective policies, the LACCD conducted an analysis of recent enrollment trends in the district. Study findings included the following: (1) spring 1993 enrollment dropped by 8% from the previous spring, with an 18% decline in new students (approximately 10,000 students) and a 51% decline in B.A. holders (more than 5,000 students); (2) three-quarters of the 706 LACCD students surveyed in spring 1993 indicated that they have experienced problems finding classes and paying fees; (3) spring 1993 minority student enrollments continue to match or exceed their proportions in the local population; (4) students enrolling for career reasons increased from 21% in fall 1990 to 31% in spring 1993; (5) among B.A. recipients enrolled in spring 1993, 4% were receiving public assistance and 18% were unemployed; and (6) LACCD enrollment declines in spring 1993 represent a loss of approximately $3.1 million in state reimbursement and $1.4 million in fees. Detailed data tables are included. (PAA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED358882



INTO THE DOWNWARD SPIRAL

The Impact of Fee Increases and Course Reductions on LACCD Enrollment and Resources

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

G. Prather

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

JC 930 313

June 1993

Educational Services Division
Los Angeles Community College District

BEST COPY AVAILABLE

INTO THE DOWNWARD SPIRAL

The Impact of Fee Increases and Course Reductions on LACCD Enrollment and Resources

by

Dr. May K. C. Chen

Director, Office of Research and Planning

July 1993

Educational Services Division

Irving B. Weinstein, Vice Chancellor

Los Angeles Community College District

617 West Seventh St., Los Angeles CA. 90017

Tel: (213) 891-2056

TABLE OF CONTENTS

EXECUTIVE SUMMARY 1

INTRODUCTION 3

FINDINGS 3

- Recent Enrollment Trends 3
- Educational Goals 5
- Comparison of the General Student Population with BA Recipients 7
- Fall 1992 vs. Spring 1993 9
- Economic Status of BA Recipients 10

CONCLUSIONS AND IMPLICATIONS 11

- Fiscal Implication 11
- Enrollment Implication 12

LIST OF TABLES

Table 1. Enrollment by Selected Student Characteristic 3.1

Table 2. What Is Your Main Educational Goal? 5.2

Table 3. LACCD Student Educational Goals: A Three-Year Trend 5.2

Table 4. Comparisons of Selected Student Characteristics: General Student Population vs. BA Recipients 7.1

Table 5. 1990 Census, Los Angeles County: College Enrollment and Adults with Four or More Years of College Education by Major Ethnic Group 8.1

LIST OF CHARTS

Chart 1. LACCD Enrollment by Ethnicity, Fall 1985 - Fall 1992 ..... 5.1

Chart 2 Ethnic Composition of LAUSD High School Graduates, 1988- 1991 ..... 5.1

Chart 3. Educational Goals: A Three-Year Trend 6.1

APPENDIX

Appendix A 13

Table 1.1. Enrollment by Selected Student Characteristic: Fall 1991, Spring 1992, Fall 1992, and Spring 1993. Los Angeles Community College District 14

Table 1.2. Enrollment by Selected Student Characteristic: Fall 1991, Spring 1992, Fall 1992, and Spring 1993. Los Angeles City College 15

Table 1.3. Enrollment by Selected Student Characteristic: Fall 1991, Spring 1992, Fall 1992, and Spring 1993. East Los Angeles College 16

Table 1.4. Enrollment by Selected Student Characteristic: Fall 1991, Spring 1992, Fall 1992, and Spring 1993. Los Angeles Harbor College 17

Table 1.5. Enrollment by Selected Student Characteristic: Fall 1991, Spring 1992, Fall 1992, and Spring 1993. Los Angeles Mission College 18

Table 1.6. Enrollment by Selected Student Characteristic: Fall 1991, Spring 1992, Fall 1992, and Spring 1993. Los Angeles Pierce College 19

Table 1.7. Enrollment by Selected Student Characteristic: Fall 1991, Spring 1992, Fall 1992, and Spring 1993. Los Angeles Southwest College 20

Table 1.8. Enrollment by Selected Student Characteristic: Fall 1991, Spring 1992, Fall 1992, and Spring 1993. Los Angeles Trade-Technical College 21

Table 1.9. Enrollment by Selected Student Characteristic: Fall 1991, Spring 1992, Fall 1992, and Spring 1993. Los Angeles Valley College 22

Table 1.10. Table 1.10. Enrollment by Selected Student Characteristic: Fall 1991, Spring 1992, Fall 1992, and Spring 1993. West Los Angeles College 23

APPENDIX B

Table 2. Educational Goals by College: A Three-Year Trend 24

District 25

City 25

East 25

Harbor 26

Mission 26

Pierce 26

Southwest 27

Trade-Tech 27

Valley 27

West 28

EXECUTIVE SUMMARY

The severe economic condition of the State of California has brought about fee increases and course reductions in community colleges. Students have become the first victims of these policies. Anxiety over falling enrollment has been spreading rapidly in the Los Angeles Community College District (LACCD). The Office of Research and Planning has analyzed recent enrollment trends, and is presenting major findings in this report. Decision-makers should use these hard data to establish effective policies.

- The Spring 1993 first census enrollment dropped significantly (-8,909 or -8%) from the previous Spring. Declines in both new students (-4,166, or -18%) and BA recipients (-4,475, or -51%) are the two primary contributors to the overall enrollment loss. Between 1991-92 and 1992-93, LACCD lost approximately 10,000 new students and over 5,000 BA recipients.

- The LACCD student body may continue to shrink. Three quarters of the 706 LACCD students who participated in the State Chancellor's Office Fee Impact Survey in Spring 1993 indicated that they have experienced problems in finding open classes and paying college fees. One third may not continue to enroll in community colleges if fees are increased to $20 per unit for regular students and $85 for BA recipients. Over half of them would not be able to continue if fees were increased to $30 and $110 .

- The District has been effectively recruiting minority students. Representations of major ethnic minority groups in the LACCD either match or exceed their proportions in the local population.

- Proportionally more students enrolled for career reasons than before, a jump from 21% in Fall 1990 to 31% in Spring 1993. Students are more certain about their educational goals, and slightly less interested in receiving a 2-year vocational education degree or certificate.

- The trend in the transfer goal shows that the expected increase in redirected enrollment has not occurred. The proportion of students enrolled for transfer reasons marginally declined over the last three years. (Redirected students are defined as those who would have enrolled in 4-year institutions, but chose to attend community colleges for the first two years for various reasons including the low cost.)

- Data regarding the economic condition of LACCD BA recipients indicate that 4% of them were receiving public assistance and 18% were unemployed. Many of those who were working were holding low paying jobs.

In conclusion, fee increases and course reductions have already begun to block access to higher education in Los Angeles. The enrollment reduction in LACCD may be translated approximately into a loss of $3.1 million in state reimbursement and $1.4 million in fees . The Governor and the Legislators have together bumped community college fees from $10 to $13 per unit; charges to BA recipients in 1993-94 will remain at $50 per unit. While the State is experiencing a prolonged economic recession, another dark era in the history of the Los Angeles Community College District is about to begin.

With a vacuum in the California higher education policy-making at the State level, leaders in LACCD must come up with strategies to break the following destructive cycle:

Enrollment Decrease --> Shrinking Revenue --> Higher Fees and Further Course Reductions --> Another Enrollment Decrease ...

INTRODUCTION

One of the strategies adopted by the California legislative to deal with the State's fiscal crisis has been to raise college fees. The fee increase for community colleges was passed in August 1992. Beginning in January 1993, regular community college students have been charged $10 per semester unit. A differential enrollment fee of $50 per semester unit is charged to baccalaureate degree holders enrolling in community colleges.[1] Moreover, the maximum cap on annual fees was removed. With this policy change, the annual fee for regular community college students could reach $300, and $1,500 for BA recipients. This is a huge fee hike, when compared to no fee charged to community college students merely ten years ago, or the maximum of $100 as recently as 1991.

In addition to this statewide fee increase, the fiscal downturn has also led to course reductions in LACCD starting last year. The resulting decline in enrollment has caused alarm and concern throughout the District. Therefore, as soon as the Spring 1993 first census enrollment was finalized, the Office of Research and Planning analyzed the data and is presenting major findings in this report.

FINDINGS

RECENT ENROLLMENT TRENDS

Table 1 presents the districtwide enrollment by selected student characteristic for Fall 1991, Spring 1992, Fall 1992, and Spring 1993. Selected student characteristics include ethnicity, entering status, and hour load. Figures for BA recipients are also displayed in Table 1. Analyzing changes in number and in percentage of the overall enrollment and enrollment in each subgroups, four major findings emerged.

First, the Spring 1993 first census enrollment dropped significantly from the previous Spring, and the district student body may continue to shrink. The overall Spring enrollment is down 8,909 or 8% from the comparable time a year ago. This steep drop occurred after a small enrollment decrease (-2,023, or -2%) between Fall 1991 and Fall 1992.

Even worse, our student body may continue to shrink. In Spring 1993, the State Chancellor's Office Fee Impact Survey was administered to 706 LACCD students.

---

[1]These students are referred as BA recipients in this report.

TABLE 1
ENROLLMENT BY SELECTED STUDENT CHARACTERISTIC
Fall 1991, Spring 1992, Fall 1992, and Spring 1993
LOS ANGELES COMMUNITY COLLEGE DISTRICT

Student Characteristic	Fall 1991 Enroll.	%	Spring 92 Enroll.	%	Fall 92 Enroll.	%	Spring 93 Enroll.	%	Spring 1992-93 Change Enroll.	%
Educational Level:										
BA or Higher	8,887	7.6%	8,820	7.9%	8,274	7.2%	4,345	4.2%	(4,475)	-51%
Ethnicity(1)										
Black	21,294	18.2%	19,891	17.8%	20,381	17.7%	18,476	18.0%	(1,415)	-7%
Hispanic	39,439	33.7%	38,013	34.0%	40,498	35.2%	36,398	35.4%	(1,614)	-4%
Asian	18,786	16.1%	18,577	16.6%	19,534	17.0%	17,571	17.1%	(1,006)	-5%
White	35,259	30.2%	33,235	29.7%	32,577	28.3%	28,372	27.6%	(4,863)	-15%
Entering Status										
New	36,352	31.1%	22,634	20.3%	31,995	27.8%	18,468	18.0%	(4,166)	-18%
Returning	13,951	11.9%	9,707	8.7%	11,665	10.2%	7,707	7.5%	(1,999)	-21%
Continuing	66,637	57.0%	79,413	71.1%	71,257	62.0%	76,669	74.5%	(2,744)	-3%
Hour Load										
Less Than 6 Hours	36,019	30.8%	35,287	31.6%	34,509	30.0%	29,541	28.7%	(5,745)	-16%
6 -- 11.5 Hours	40,190	34.4%	37,772	33.8%	39,706	34.6%	35,154	34.2%	(2,619)	-7%
12 Hours or More	40,731	34.8%	38,695	34.6%	40,702	35.4%	38,150	37.1%	(545)	-1%
TOTAL ENROLLMENT	116,940	100.0%	111,754	100.0%	114,917	100.0%	102,845	100.0%	(8,909)	-8%
Total WSCH	1,093,231	100.0%	1,047,997	100.0%	1,085,421	100.0%	984,329	100.0%	(63,668)	-6%

Source: Student Data Tape 551 and Matriculation Evaluation Data System (MEDS) data base.

(1)Ethnicity does not include the "other"category.

Prepared by Vernon Wheat and Dexter Kelly, Office of Research and Planning

Three out of four of those surveyed reported that they had problems in finding open classes and paying college fees. One in three believed that they would not be able to enroll in community colleges if fees were increased to $20 per unit for regular students and $85 for BA recipients. Over half may not continue if fees were increased to $30 per unit for regular students and $110 for BA recipients.

Moreover, the Spring 1993 first census WSCH decreased by 63,668 or 6% from the previous Spring. With a minor decline (-7,810 or -0.7%) between the two fall semesters, the 1992-93 annual WSCH could be only 95% of last year's.

Second, the overall enrollment decrease could be attributed mainly to the declines in both BA recipients and new students.[2]

BA recipients. In Spring 1993, LACCD enrolled 4,475 fewer BA recipients than in the previous Spring, a decrease of 51%. This decline may be attributed mainly to the differential fee. With an earlier slight decline (-613, or -7%) between Fall 1991 and Fall 1992, the District has lost more than 5,000 BA recipients in two years.

Compared with the number of BA recipients in Fall 1992, the Spring 1993 figure was off 48%. This decline is even steeper than the 40% drop which happened between Fall and Winter quarters at Chaffey College in Rancho Cucamonga (Chaffey College, Will the Bachelor's Be Back Once They've Seen the Fee? March 4, 1993).

New Students. Up to Fall 1990, new students were on average 1/3 of the fall student population.[3] Since then, their representation has fallen continuously. In Fall 1991, new students comprised 31.1% of the student body, dropping to 28.7% in Fall 1992 (Table 1). This group was down 4,357 between Fall 1991 and Fall 1992, and down another 4,166, between the two springs. As a result, LACCD has experienced a total decline in new students approaching 10,000 over a two-year period.[4]

Third, a higher proportion of students than before are taking heavier hour loads. The percentage of those who take less than 6 hours decreased from 20.3% in Spring 1992 to 18% in Spring 1993. The percentage of students taking between 6 and 11.5 hours remained constant, while the percentage of 12 hours or more increased from 34.6% to 37.1%. This explains why the WSCH drop is moderate when compared to the significant headcount enrollment decline.

---

[2]New students include students attending college for the first-time and students newly transferred from another college.

[3]Please see Table 11, LACCD Annual Information Digest, published by the Office of Research and Planning.

[4]BA recipients constitute approximately 10% of the new student population in Fall. Therefore, there is a slight overlap between the loss of BA recipients and the new students.

However, closer examination of the variations reveals that there was no numerical increase in the group of 12 Hours or More, but a decrease in the group of Less than 6 Hours. One possible interpretation of this phenomenon is that the fee increase has discouraged some of these "casual" students, mainly BA recipients, from enrolling in LACCD.[5]

Finally, the data suggests that student ethnic composition is not significantly affected by the fee hike or the course reductions. As shown in Table 1, between Fall 1991 and Spring 1993 the proportion of black students varied marginally. Percentages of both Hispanics and Asians increased, while the proportion of whites decreased. These changes closely follow the overall LACCD recent enrollment trends of four major ethnic groups (Chart 1): over the seven year period, black representation remained constant, Hispanic increased significantly, Asian grew moderately, while white dropped. Therefore, it is reasonable to conclude that neither the fee increase nor the course reductions had a major impact on our student ethnic composition.

The high school graduates of the Los Angeles Unified School District (LAUSD) have been the main source of our students. Therefore, to further investigate possible causes of changes in our student ethnic composition, the ethnicity of recent LAUSD graduates has been studied. Chart 2 presents a four-year trend of the ethnic composition of LAUSD high school graduates.[6] The steadily growing and higher Hispanic representation and the declining and lower white representation explain the similar enrollment pattern occurring in the LACCD student body. On the other hand, representation variations in black and Asian LAUSD high school graduates seemed not to affect the student composition of our District. This may suggest that LACCD has been successful in recruiting minority students, especially blacks and Asians.

EDUCATIONAL GOALS

At registration time each semester, all new and returning students[7] are instructed to fill out an Application for Admission Form. Item 22 on the form asks students to identify one main educational goal from the 13 choices (Table 2).

---

[5] In previous years, over 70% of BA recipients enrolled for fewer than 6 units, while only 40% of other students did so.

[6] Source: 1988 data, LAUSD, Program Evaluation and Assessment Branch, Plans of the 1988 Graduates, Los Angeles Unified School District, Publication No. 539. December 1989. 1989-1991 data, Los Angeles County Office of Education, Communications Department.

[7] Formerly enrolled students returning to the college after an absence of more than one semester, excluding Summer.

CHART 1. LACCD ENROLLMENT BY ETHNICITY, FALL 1985 - FALL 1992

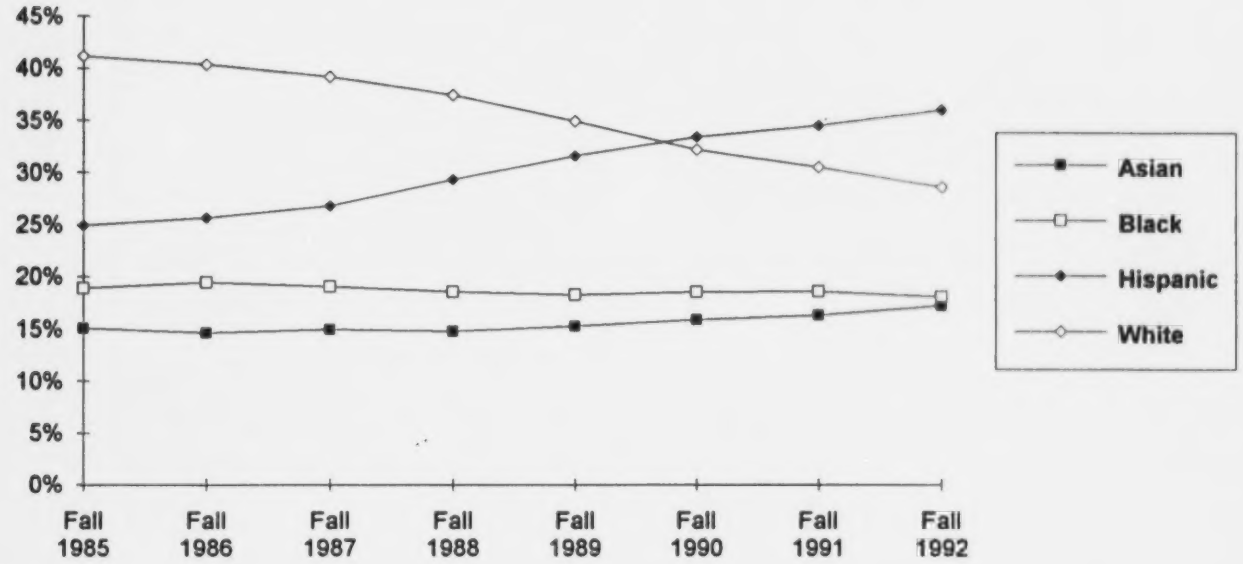


CHART 2. ETHNIC COMPOSITION OF LAUSD HIGH SCHOOL GRADUATES, 1988-1991

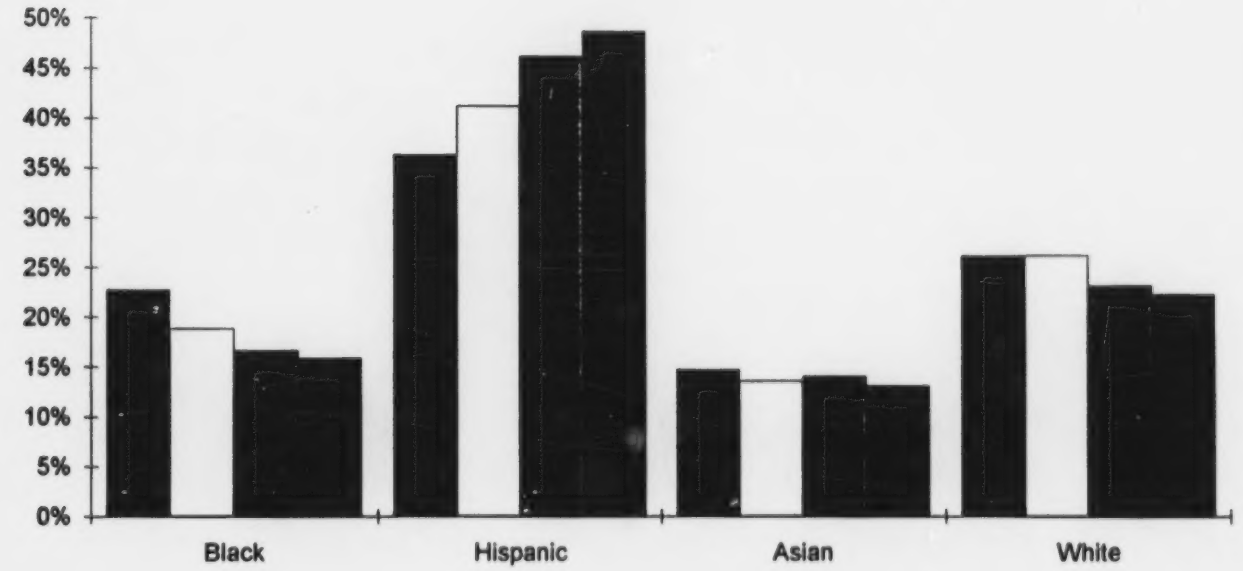


TABLE 2

WHAT IS YOUR MAIN EDUCATIONAL GOAL?
(Please check only one.)

1. Prepare for a new career (acquire new job skills)
2. Advance in current job/career (update job skills)
3. Discover/develop career interests, plans and goals
4. Obtain a two-year vocational degree without transfer
5. Obtain a two-year Associate degree without transfer
6. Obtain a vocational certificate without transfer
7. Obtain a Bachelor's degree after completing an Associate's degree
8. Obtain a Bachelor's degree without completing an Associate's degree
9. Maintain certificate or license (e.g., Nursing, Real Estate)
10. Improve basic skills in English, Reading or Math
11. Complete credit for high school diploma or GED
12. Personal development (intellectual, cultural)
13. Undecided on goal

TABLE 3. LACCD Student Educational Goals: A Three-Year Trend

Ed Goal	Fall 90	Spring 91	Fall 91	Spring 92	Fall 92	Spring 93	% Points Change Fall90/Spring93
Career, no Degree	20.8%	23.7%	27.2%	28.8%	29.9%	31.0%	10.2
Degree Only	11.5%	10.3%	8.9%	8.7%	8.3%	8.4%	-3.1
Voc Ed	7.0%	6.0%	4.8%	4.5%	4.1%	4.0%	-3.0
General Ed	4.5%	4.3%	4.1%	4.2%	4.2%	4.4%	-0.1
Transfer	28.2%	27.5%	25.5%	26.1%	25.9%	26.5%	-1.7
with Degree	19.9%	19.5%	18.4%	18.7%	19.0%	19.5%	-0.4
without Degree	8.3%	8.0%	7.1%	7.4%	6.9%	7.0%	-1.3
Other	5.8%	8.0%	9.0%	9.9%	9.6%	9.2%	3.4
Undecided/Unknown	33.7%	30.5%	29.4%	26.5%	26.3%	24.9%	-8.8

Source: Matriculation Evaluation Data System (MEDS) data base.
LACCD Office of Research and Planning 5/5/93

Since the fee increase may affect students' reasons for attending college, the trend of students' educational goals has also been studied. The assumption is: Students may enroll for more practical reasons than before.

In this study, the 13 choices are aggregated into five major groups: Career, 2-Year Degree, Transfer, Other, and Undecided/Unknown (Table 3). Career-No Degree contains items 1, 2 , 3, and 9 on the original application form. 2-Year Degree includes items 4, 5, and 6. Transfer was composed of items 7, 8, and 9. Other was made from item 10, 11, and 12.[8] Item 13 and unknowns (no choice was made) was combined into the Undecided/Unknown.

A six-semester trend of educational goals was analyzed, and presented in Table 3 and Chart 3. Five major findings emerged.

First, proportionally more students enrolled for career reasons than before, a jump of 10 percentage points, from 21% in Fall 1990 to 31% in Spring 1993. The popularity of this goal grew rapidly between Fall 1990 and Fall 1991, an increase of 6 percentage points. Since then, the growth becomes moderate and steady. This variation suggests that the local job market may have more impact on the growth of the Career goal than either course reductions or the fee increase, since area increase in unemployment had started before the latter two policies were implemented.

Second, the proportion of students seeking a vocation education certificate and/or degree has declined. The proportion of students attending LACCD with a goal to receive an Associate Degree or Certificate -- Degree Only -- declined 3 percentage points between Fall 1990 and Spring 1993. The proportion of students who chose items 4 or 6 on the Application Form decreased 2 percentage points between Fall 1990 and Fall 1991, then fell by another 1 percentage point between Fall 1991 and Spring 1993. This movement contrasts with the changing pattern of enrolling for the Career-No Degree reason, mentioned above. These two trends suggest that, in percentage, more students than before are attending LACCD for career reasons, but with no initial intention to obtain a vocational AA Degree or a certificate.

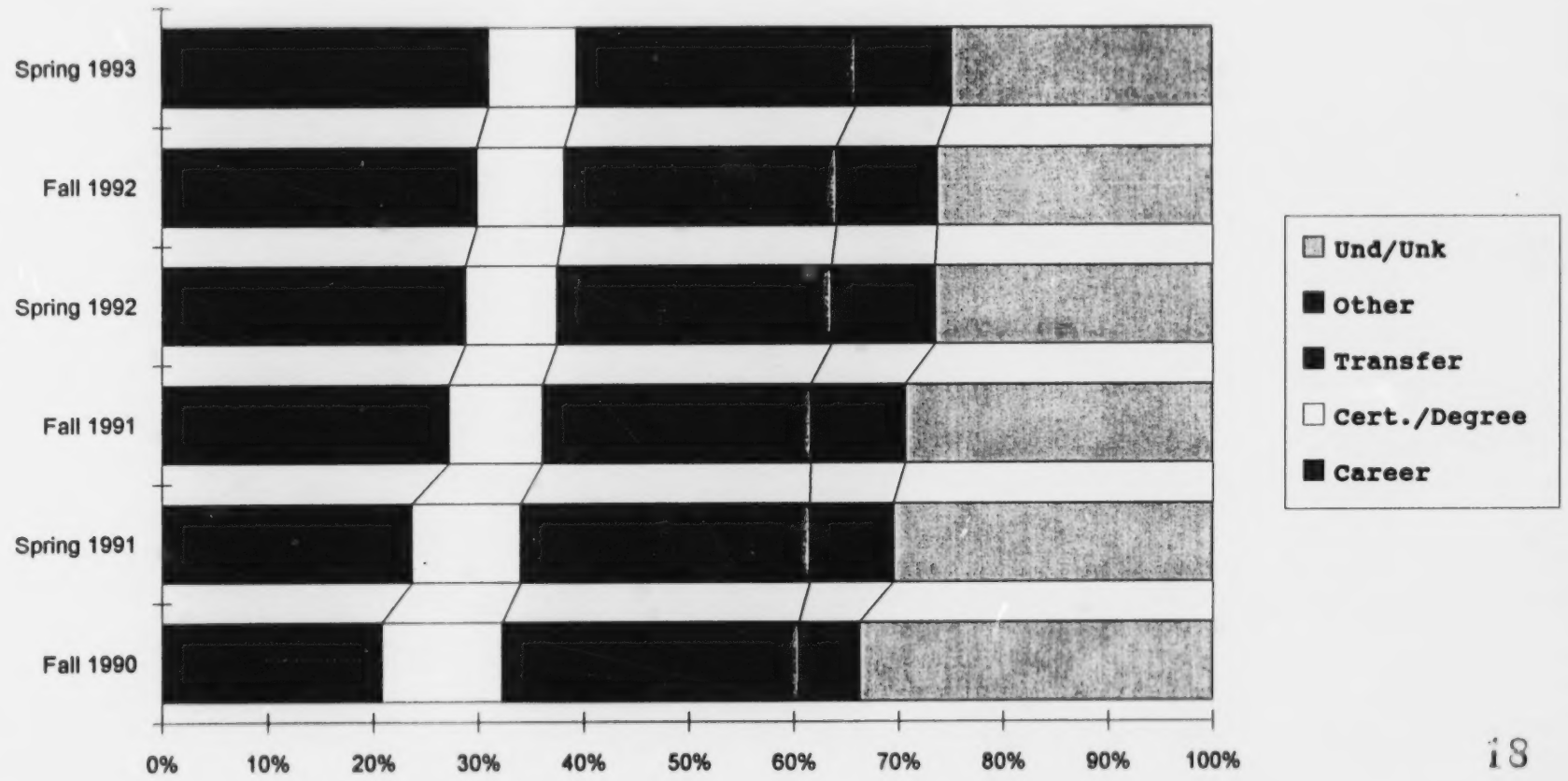
On the other hand, the percentage of students enrolled for a general education AA Degree has remained constant over the last three years.

Third, the transfer trend suggest that the expected redirected enrollment increase has not yet happened. "Redirected students" are defined as those students who could have attended 4-year institutions but chose to enroll in community colleges for various reasons, including low cost. Many of them would enjoy the lower college cost for the first two years, and then transfer to senior universities to receive their baccalaureate degrees.

---

[8]Item 12, Personal development represents 90% of responses in the Other category.

CHART 3. Educational Goals: A Three-Year Trend



Fee increases did not only occur at the community college level; tuition and fees at UC and CSU systems have been increasing drastically in recent years. The comparatively lower community college costs have led people to believe that the colleges would experience an enrollment surge in redirected students. However, transfer data presented in Table 3 does not support this assumption. The proportion of students seeking to transfer with an AA Degree has been fairly constant, while the proportion of those enrolling to transfer without an AA Degree has declined marginally over the last three years.

Fourth, there is a decrease in the Undecided/Unknown proportion. Students seem to be more certain than before about their educational goals. The percentage of those whose goals were undecided or unknown dropped 9 percentage points, from 34% in Fall 1990 to 25% in Spring 1993.

Finally, the variation patterns of the five major goal categories indicate that students are now enrolling for more practical reasons than before. However, this change may be caused by neither fee increases nor course reductions. It may be mainly due to the local economy, since more changes happened between Fall 1990 and Fall 1991 than later, when the two policies started to take effect.

COMPARISON OF THE GENERAL STUDENT POPULATION[9] WITH BA RECIPIENTS

To examine in particular the impact of the differential fee on the enrollment, some student characteristics were selected and compared between the general student population and BA recipients. Table 4 displays these data for Fall 1992 and Spring 1993. The comparisons of the student characteristics between the two groups indicate four major findings.

First, whites and Asians constitute higher proportions of BA recipients than they do of the general student population. In general, almost every other BA recipient is white, and one in four BA recipients is Asian. Black or Hispanics together comprise only slightly over 20% of the BA recipient student population in the LACCD.

These statistics reflect somewhat the educational attainment of the four major ethnic adult populations (defined as age 25 or older) in Los Angeles. As shown in Table 5, according to the 1990 Census, 37% of the Asian adults in Los Angeles had attended college 4 or more years. The white proportion ranked second at 26%. Fifteen percent of black Angeleno adults reported that they had attended college 4 or more years, while only 6% of Hispanics said so.

---

[9]General student population includes BA recipients. The latter group constituted approximately 7.5% of the LACCD student body in previous years, but only 4.2 % in Spring 1993.

TABLE 4.
Comparisons of Selected Student Characteristics:
General Student Population vs. BA Recipients

	General Student Population		BA Recipients	
	Fall 1992	Spring 1993	Fall 1992	Spring 1993
ENROLLMENT	114,917	102,845	8,274	4,345
Gender				
Female	56.2%	55.8%	56.0%	57.0%
Male	43.8%	44.2%	44.0%	43.0%
Ethnicity				
Black	17.7%	18.0%	11.0%	11.2%
Hispanic	35.2%	35.4%	11.5%	10.3%
Asian	17.0%	17.1%	26.0%	24.2%
White	28.3%	27.6%	44.3%	46.7%
Entering Status				
New	27.8%	18.0%	28.3%	17.6%
Returning	10.2%	7.5%	19.9%	12.7%
Continuing	62.0%	74.5%	51.8%	69.8%
Ed Goal				
Career	29.9%	31.0%	47.1%	52.4%
Cert/Degree	8.3%	8.4%	3.8%	5.2%
Transfer	25.9%	26.5%	5.4%	5.4%
Other	9.6%	9.2%	28.2%	23.4%
Und/Unk	26.3%	24.9%	15.5%	13.6%
Citizenship				
US Citizen	71.4%	73.2%	80.4%	78.8%
Perm. Resident	18.5%	18.5%	14.4%	14.8%
Other	10.1%	8.3%	5.2%	6.4%
Primary Language				
English	54.1%	55.2%	63.0%	64.8%
Non-English	30.5%	31.8%	27.8%	27.3%
Unknown	15.4%	13.0%	9.2%	7.9%

Source: Matriculation Evaluation Data System (MEDS) data base.

LACCD Office of Research and Planning 5/6/93

On the other hand, in the LACCD general student population, Hispanics constitute the highest percentage (35%), followed by whites (28%), while blacks (18%) and Asians (17%) lagged behind (Table 4). The 1990 Census reveals the college student body composition in Los Angeles County as follows: whites 49%, Hispanics 26%, Asians 15%, and blacks 10% (Table 5). The comparison of these two sets of statistics indicate that proportionally more ethnic minorities from Los Angeles County were attending LACCD than colleges and universities in general.

Second, proportionally more BA recipients stopped out (as Returning students) than in the general student population. The gap was narrower in Spring 1993 than in Fall 1992. A higher proportion of BA recipients than of the general student population had stopped out for more than one major semester; therefore they were categorized as "Returning Students." The gap between the two student populations was 9.7 percentage points in the Fall 1992, then dropped to 5.2 percentage points in Spring 1993.

Proportionally, "Continuing" students in both groups grew between the two semesters. The increase was 12.5 percentage points for the general student population, and 18 percentage points for the BA recipients. The higher increase for the latter group explains the narrowing gap of the "Returning" representations in the two student groups mentioned above.

The greater share of "casual" -- stopping out -- BA recipients than of the general student population may be due to the fact that they are mostly employed and enrolled mainly for Career or personal development reasons. Nonetheless, the shrinking local job market may have forced them to continue taking courses at community colleges. These possible reasons will be discussed in the following sections.

Third, BA recipients enrolled for Career and Other, including Personal development reasons. The general student population enrolled for Career and Transfer purposes. As indicated in Table 4, one out of two BA recipients enrolled in LACCD for Career reasons, while another quarter took courses for Other reasons, which included personal development. One-tenth came to get a certificate, an associate degree, or eventually another baccalaureate degree (Degree or Transfer reasons). Approximately 15% were uncertain or did not respond to the question.

On the other hand, approximately 30% of the general student population attended LACCD for career advancement , while 26% opted for transfer. Only around 9% came to get an associate degree or a certificate, while another 9% came for other reasons. The remaining quarter was uncertain about their educational goals.

Students' educational goals demonstrate why BA recipients tend to be more casual than the general student population. In general, BA recipients enroll in

TABLE 5.
1990 Census, Los Angeles County:
College Enrollment and Adults with 4 or More Years of College Education
by Major Ethnic Group

	Enrolled in College		Person 25 or Older with 4 or More Years College Education	
	N	%	N	%
White	428,167	49%	872,148	68%
Black	86,682	10%	87,830	7%
Asian	129,437	15%	223,554	17%
Hispanic	222,369	26%	98,103	8%
Total	870,925	100%	1,285,217	100%

Source: 1990 Census, Summary Tape File 3.

community colleges to satisfy career or personal needs. As mentioned above, the recent downturn of the local job market may have caused many BA recipients to continue to attend LACCD colleges, without stopping out.

Fourth, higher proportions of BA recipients than the general student population are U. S. citizens. When questioned about their citizenship, 80% of BA recipients and 73% of the general student population claimed to be American citizens. Needless to say, a larger portion of our general student population than BA recipients are citizens of other countries. While some of these students are permanent residents of the U.S. (18.5%), others are not (10%) (Table 4).

Fifth, proportionally, English is more often the primary language for BA recipients than for the general student population. Statistics about LACCD students' primary language parallel the citizenship statistics. In other words, U. S. citizens and those who reported English as the primary language comprised the highest proportion of the population, followed by representations of permanent residents and of those who reported languages other than English as the primary language.

However, for both student populations, the proportions of those who claimed to be American citizens are higher than the proportions of those who reported English as their primary language. The gap is 20 percentage points (70% vs. 50% for the general student population; 80% vs. 60% for BA recipients). These statistics suggest that many LACCD students are either recent immigrants or from immigrant families. Not surprisingly, one-third of our general student population is Limited-English Proficient (LEP), according to Title 20 of the United States Code Annotated (U. S. Educ. Code Section 3283).

FALL 1992 vs. SPRING 1993

Since the fee increase was effected in January of 1993, a popular research question in the State of California has been: what happened to enrollment before and after this policy change? and: how has the differential fee impacted BA recipient enrollment? Analyzing the Fall 1992 and Spring 1993 enrollment data (Table 4), two major findings about the general student population and another two about BA recipients emerged.

General student population.

First, the size of the general student population shrank significantly between Fall 1992 and Spring 1993. The LACCD student body in general is smaller in Spring than in the Fall semester; for instance, the Spring 1992 enrollment was 96% of the Fall 1991 enrollment (Table 1). However, the drop is steeper this year. LACCD lost 12,072 students between Fall 1992 and Spring 1993 (Tables 1 and 4). As a result, the current enrollment is only at 90% of the Fall 1992 enrollment level.

Second, the fee increase had little impact on the selected student characteristics of the general student population. As presented in Table 4, changes between Fall 1992 and Spring 1993 in gender and entering status closely follow the usual Fall-Spring enrollment pattern (see Table 1 for the Fall 1991 and Spring 1992 pattern). Variations in ethnicity are similar to the recent trends of the four major ethnic student groups that were discussed earlier. Other shifts appear to be insignificant.

BA recipients.

First, slightly more white BA recipients enrolled in Spring than in Fall, a 2.4 percentage points increase. Both Hispanic and Asian representations fell marginally: a 1.2 percentage points drop for the former and a 1.8 percentage points decline for the latter. Black representation maintained constant.

Second, a greater share of BA recipients enrolled for Career (+5.3 percentage points) and Degree (+1.4 percentage points) reasons in Spring than in Fall. Fewer enrolled for Other reasons including personal development (-4.8 percentage points). These changes suggest that the differential fee may have caused BA recipients to enroll in LACCD for more practical reasons than before.

ECONOMIC STATUS OF BA RECIPIENTS

The differential fee has also made the economic status of BA recipients a popular research topic. The most recent data available in the District -- The Student Survey administered in Fall 1990 -- suggests the following three major facts:

First, in Fall 1990 18% of BA recipients were not employed, 27% worked part-time, while only 55% worked full-time (40 hours or more).

Second, many BA recipients were employed in low paying jobs. Survey findings indicate that 20% of the respondents reported an annual household income under $12,000. Twenty-four percent reported income between $12,001 and $24,000; and another 24% reported income between $24,001 and 40,000. Only 32% reported an annual income more than $40,000, 4 percentage points lower than the 36% reported by their counterparts in Los Rios Community College District (Los Rios Community College District, News, November 23, 1992).

Third, 4% of BA recipients in LACCD were receiving public assistance, while only 3% were in Los Rios (Los Rios Community College District, News, November 23, 1992).

CONCLUSIONS AND IMPLICATIONS

In summary, data suggest that the fee increase along with the course reductions have impacted a wide range of LACCD students, including new students as well as BA recipients. These policies have already begun to block access to higher education in Los Angeles. They have serious implications in two areas: Fiscal and Enrollment.

Fiscal Implication

State Reimbursement. According to the 1992-93 Second Period Apportionment Attendance Report that was submitted to the State Chancellor's Office by the LACCD Office of Attendance Accounting on April 30, 1993, the District may have experienced a decrease of 1,662 in annual FTES between the current and previous fiscal year. This may translate roughly into a loss of $3.1 million in State reimbursement. [10]

Moreover, the State Budget, May Revision (p23) reveals that community colleges may not receive state reimbursement for educating BA recipients in the future. This would result a further loss to the District's revenue.

Fee Revenue. The loss of 4,475 BA recipients (an estimate of 21,000 semester units) [11] between the two Spring semesters may mean a decrease of over $1 million in District fee revenue. [12] On the other hand, subtracting the 4,475 loss of BA recipients from the overall decrease of 8,909 students (Table 1) suggests a loss of 4,434 LACCD students who are not baccalaureate degree holders. Converting this 4,434 student

---

[10] In 1992-93, LACCD is receiving $1,871.2 per FTE. Due the severe economic conditions, the State is only reimbursing the District 55.69% of the $3,359 per FTE that it would reimburse normally.

The $3.1 million state reimbursement is estimated through the following formula: $1,871.2*1,662. **NOTEWORTHY**: this statement does **NOT** indicate that LACCD may lose $3.1 million in state reimbursement immediately, due to the fact that the current District enrollment is overcapped.

[11] Approximately 72.5% BA recipients enrolled for fewer than 6 units, 22.5% taking between 6 and 11 units, and 5% taking 12 units or more. In this study, 3 units, 8.5 units, and 12 units were chosen for the three hour load groups mentioned above as basis for the conversion of headcount into semester units.

[12] The estimate of $1.05 million is generated by applying $50 to the estimated 21,000 semester units.

headcount into 32,590 semester units[13] means another loss of $325,900 in fee revenue for the District.[14] In total, the District could have lost as much as $1.4 million in fee revenue.

Enrollment Implication

With the decline in both new students and BA recipients, LACCD will soon lose its enrollment foundation. Since enrollment is the basis for the state funding, another dark era[15] in the history of the Los Angeles Community Colleges will soon arrive.

The "differential fee" has already been described as a policy imposed by the Legislature based on anecdotal evidence.[16] The Governor and the Legislators have together bumped fees for regular community college students from $10 to $13 per unit for 1993-94. Charges for most BA recipients will remain at $50 per unit.[17] With a vacuum in California higher education policy-making at the State level,[18] LACCD is urgently in need of effective strategies, based on hard data, to break the following destructive cycle:

Enrollment Decrease --> Shrinking Revenue --> Higher Fees and Further Course Reductions --> Another Enrollment Decrease --> ...

---

[13]Approximately 40% LACCD students without a BA degree take fewer than 6 units, 30% take between 6 and 11 units, while another 30% take more than 12 units. Again in this study, 3 units, 8.5 units, and 12 units were chosen as basis for the conversion of headcount into semester units.

[14]This estimate of $325,900 is arrived by multiplying $10 to the estimated 32,590 semester units.

[15]LACCD experienced a severe enrollment drop (-33.3%) between Fall 1981 and Fall 1985. The size of the student body declined from 137,533 to 91,779.

[16] The California Higher Education Policy Center, Public Policy by Anecdote, April, 1993.

[17]Los Angeles Times, Perils on All Sides Threaten to Derail State's Fiscal Plan, 7/2/1993, A3, A28.

[18] The California Higher Education Policy Center, The California Higher Education Policy Vacuum, April, 1993.

APPENDIX A

TABLE 1.1 - TABLE 1.10

ENROLLMENT BY SELECTED STUDENT CHARACTERISTIC
Fall 1991, Spring 1992, Fall 1992, and Spring 1993
LOS ANGELES COMMUNITY COLLEGE DISTRICT

TABLE 1.1
ENROLLMENT BY SELECTED STUDENT CHARACTERISTIC
Fall 1991, Spring 1992, Fall 1992, and Spring 1993
LOS ANGELES COMMUNITY COLLEGE DISTRICT

Student Characteristic	Fall 1991 Enroll.	Fall 1991 %	Spring 92 Enroll.	Spring 92 %	Fall 92 Enroll.	Fall 92 %	Spring 93 Enroll.	Spring 93 %	Spring 1992-93 Change Enroll.	Spring 1992-93 Change %
Educational Level:										
BA or Higher	8,887	7.6%	8,820	7.9%	8,274	7.2%	4,345	4.2%	(4,475)	-51%
Ethnicity(1)										
Black	21,294	18.2%	19,891	17.8%	20,381	17.7%	18,476	18.0%	(1,415)	-7%
Hispanic	39,439	33.7%	38,013	34.0%	40,498	35.2%	36,398	35.4%	(1,614)	-4%
Asian	18,786	16.1%	18,577	16.6%	19,534	17.0%	17,571	17.1%	(1,006)	-5%
White	35,259	30.2%	33,235	29.7%	32,577	28.3%	28,372	27.6%	(4,863)	-15%
Entering Status										
New	36,352	31.1%	22,634	20.3%	31,995	27.8%	18,468	18.0%	(4,166)	-18%
Returning	13,951	11.9%	9,707	8.7%	11,665	10.2%	7,707	7.5%	(1,999)	-21%
Continuing	66,637	57.0%	79,413	71.1%	71,257	62.0%	76,669	74.5%	(2,744)	-3%
Hour Load										
Less Than 6 Hours	36,019	30.8%	35,287	31.6%	34,509	30.0%	29,541	28.7%	(5,745)	-16%
6 -- 11.5 Hours	40,190	34.4%	37,772	33.8%	39,706	34.6%	35,154	34.2%	(2,619)	-7%
12 Hours or More	40,731	34.8%	38,695	34.6%	40,702	35.4%	38,150	37.1%	(545)	-1%
TOTAL ENROLLMENT	116,940	100.0%	111,754	100.0%	114,917	100.0%	102,845	100.0%	(8,909)	-8%
Total WSCH	1,093,231	100.0%	1,047,997	100.0%	1,085,421	100.0%	984,329	100.0%	(63,668)	-6%

Source: Student Data Tape 551 and Matriculation Evaluation Data System (MEDS) data base.

(1)Ethnicity does not include the "other"category.

Prepared by Vernon Wheat and Dexter Kelly, Office of Research and Planning

TABLE 1.2
ENROLLMENT BY SELECTED STUDENT CHARACTERISTIC
Fall 1991, Spring 1992, Fall 1992, and Spring 1993
LOS ANGELES CITY COLLEGE

Student Characteristic	Fall 1991 Enroll.	%	Spring 92 Enroll.	%	Fall 92 Enroll.	%	Spring 93 Enroll.	%	Spring 1992-93 Change Enroll.	%
Educational Level:										
BA or Higher	1,429	8.5%	1,424	8.7%	1,300	7.7%	669	4.4%	(756)	-53%
Ethnicity(1)										
Black	2,494	14.8%	2,493	15.1%	2,444	14.5%	2,171	14.2%	(321)	-13%
Hispanic	6,515	38.8%	6,231	37.9%	6,478	38.4%	5,851	38.4%	(380)	-6%
Asian	4,183	24.9%	4,132	25.1%	4,316	25.6%	3,828	25.1%	(304)	-7%
White	3,307	19.7%	3,308	20.1%	3,360	19.9%	3,077	20.2%	(230)	-7%
Entering Status										
New	5,030	29.9%	3,192	19.4%	4,500	26.7%	2,678	17.6%	(513)	-16%
Returning	1,809	10.8%	1,130	6.9%	1,245	7.4%	837	5.5%	(292)	-26%
Continuing	9,971	59.3%	12,136	73.7%	11,132	66.0%	11,734	76.9%	(402)	-3%
Hour Load										
Less Than 6 Hours	4,996	29.7%	5,237	31.8%	4,904	29.1%	3,986	26.1%	(1,252)	-24%
6 -- 11.5 Hours	5,918	35.2%	5,984	36.4%	5,842	34.6%	5,422	35.6%	(562)	-9%
12 Hours or More	5,896	35.1%	5,235	31.8%	6,131	36.3%	5,932	38.9%	696	13%
TOTAL ENROLLMENT	16,810	100.0%	16,457	100.0%	16,877	100.0%	15,249	100.0%	(1,208)	-7%
Total WSCH	158,733	100.0%	157,520	100.0%	161,008	100.0%	147,692	100.0%	(9,828)	-6%

Source: Student Data Tape 551 and Matriculation Evaluation Data System (MEDS) data base.

(1)Ethnicity does not include the "other"category.

Prepared by Vernon Wheat and Dexter Kelly, Office of Research and Planning

TABLE 1.3
ENROLLMENT BY SELECTED STUDENT CHARACTERISTIC
Fall 1991, Spring 1992, Fall 1992, and Spring 1993
EAST LOS ANGELES COLLEGE

Student Characteristic	Fall 1991 Enroll.	%	Spring 92 Enroll.	%	Fall 92 Enroll.	%	Spring 93 Enroll.	%	Spring 1992-93 Change Enroll.	%
Educational Level:										
BA or Higher	589	4.0%	559	3.9%	558	3.6%	262	1.9%	(297)	-53%
Ethnicity(1)										
Black	405	2.7%	345	2.4%	395	2.5%	313	2.3%	(32)	-9%
Hispanic	10,189	69.2%	9,846	69.2%	10,861	70.1%	9,569	70.6%	(276)	-3%
Asian	3,299	22.4%	3,270	23.0%	3,432	22.2%	2,888	21.3%	(382)	-12%
White	668	4.5%	625	4.4%	668	4.3%	511	3.8%	(114)	-18%
Entering Status										
New	4,028	27.3%	2,647	18.6%	3,536	22.8%	1,895	14.0%	(752)	-28%
Returning	1,510	10.3%	1,089	7.7%	1,396	9.0%	764	5.6%	(325)	-30%
Continuing	9,193	62.4%	10,488	73.7%	10,562	68.2%	10,904	80.4%	415	4%
Hour Load										
Less Than 6 Hours	4,151	28.2%	4,430	31.1%	4,692	30.3%	3,981	29.4%	(448)	-10%
6 -- 11.5 Hours	5,397	36.6%	4,892	34.4%	5,377	34.7%	4,503	33.2%	(388)	-8%
12 Hours or More	5,183	35.2%	4,904	34.5%	5,425	35.0%	5,078	37.4%	175	4%
TOTAL ENROLLMENT	14,731	100.0%	14,225	100.0%	15,494	100.0%	13,563	100.0%	(662)	-5%
Total WSCH	140,563	100.0%	132,233	100.0%	146,384	100.0%	131,017	100.0%	(1,216)	-1%

Source: Student Data Tape 551 and Matriculation Evaluation Data System (MEDS) data base.

(1)Ethnicity does not include the "other"category.

Prepared by Vernon Wheat and Dexter Kelly, Office of Research and Planning

TABLE 1.4
ENROLLMENT BY SELECTED STUDENT CHARACTERISTIC
Fall 1991, Spring 1992, Fall 1992, and Spring 1993
LOS ANGELES HARBOR COLLEGE

Student Characteristic	Fall 1991 Enroll.	%	Spring 92 Enroll.	%	Fall 92 Enroll.	%	Spring 93 Enroll.	%	Spring 1992-93 Change Enroll.	%
Educational Level:										
BA or Higher	846	8.8%	775	8.7%	719	7.8%	339	4.3%	(436)	-56%
Ethnicity(1)										
Black	1,395	14.5%	1,229	13.7%	1,279	13.9%	1,105	14.0%	(124)	-10%
Hispanic	2,712	28.2%	2,564	28.6%	2,903	31.5%	2,498	31.6%	(66)	-3%
Asian	1,721	17.9%	1,683	18.8%	1,767	19.2%	1,522	19.3%	(161)	-10%
White	3,659	38.1%	3,356	37.5%	3,160	34.3%	2,629	33.3%	(727)	-22%
Entering Status										
New	2,922	30.4%	1,684	18.8%	2,692	29.2%	1,320	16.7%	(364)	-22%
Returning	1,298	13.5%	862	9.6%	968	10.5%	635	8.0%	(226)	-26%
Continuing	5,393	56.1%	6,407	71.6%	5,558	60.3%	5,942	75.2%	(466)	-7%
Hour Load										
Less Than 6 Hours	2,999	31.2%	2,725	30.4%	2,730	29.6%	2,157	27.3%	(568)	-21%
6 -- 11.5 Hours	2,949	30.7%	2,929	32.7%	2,995	32.5%	2,648	33.5%	(281)	-10%
12 Hours or More	3,665	38.1%	3,299	36.9%	3,493	37.9%	3,163	40.1%	(136)	-4%
TOTAL ENROLLMENT	9,613	100.0%	8,953	100.0%	9,218	100.0%	7,897	100.0%	(1,056)	-12%
Total WSCH	96,594	100.0%	88,949	100.0%	89,521	100.0%	77,532	100.0%	(11,417)	-13%

Source: Student Data Tape 551 and Matriculation Evaluation Data System (MEDS) data base.

(1)Ethnicity does not include the "other"category.

Prepared by Vernon Wheat and Dexter Kelly, Office of Research and Planning

TABLE 1.5
ENROLLMENT BY SELECTED STUDENT CHARACTERISTIC
Fall 1991, Spring 1992, Fall 1992, and Spring 1993
LOS ANGELES MISSION COLLEGE

Student Characteristic	Fall 1991 Enroll.	%	Spring 92 Enroll.	%	Fall 92 Enroll.	%	Spring 93 Enroll.	%	Spring 1992-93 Change Enroll.	%
Educational Level:										
BA or Higher	538	7.4%	596	8.4%	490	6.6%	236	3.7%	(360)	-60%
Ethnicity(1)										
Black	514	7.1%	513	7.2%	468	6.3%	416	6.6%	(97)	-19%
Hispanic	4,108	56.5%	4,019	56.3%	4,387	59.1%	3,751	59.1%	(268)	-7%
Asian	422	5.8%	461	6.5%	490	6.6%	408	6.4%	(54)	-12%
White	2,120	29.2%	2,037	28.5%	1,973	26.6%	1,654	26.0%	(384)	-19%
Entering Status										
New	2,563	35.2%	1,695	23.8%	2,197	29.6%	1,283	20.2%	(412)	-24%
Returning	816	11.2%	492	6.9%	509	6.9%	347	5.5%	(145)	-29%
Continuing	3,893	53.5%	4,948	69.3%	4,717	63.5%	4,719	74.3%	(230)	-5%
Hour Load										
Less Than 6 Hours	2,831	38.9%	2,792	39.1%	2,672	38.1%	2,279	35.9%	(513)	-18%
6 -- 11.5 Hours	2,320	31.9%	1,966	27.6%	2,251	30.3%	2,043	32.2%	76	4%
12 Hours or More	2,121	29.2%	2,378	33.3%	2,500	33.7%	2,028	31.9%	(350)	-15%
TOTAL ENROLLMENT	7,272	100.0%	7,136	100.0%	7,423	100.0%	6,349	100.0%	(787)	-11%
Total WSCH	57,181	100.0%	57,500	100.0%	62,056	100.0%	51,776	100.0%	(5,724)	-10%

Source: Student Data Tape 551 and Matriculation Evaluation Data System (MEDS) data base.

(1)Ethnicity does not include the "other"category.

Prepared by Vernon Wheat and Dexter Kelly, Office of Research and Planning

TABLE 1.6
ENROLLMENT BY SELECTED STUDENT CHARACTERISTIC
Fall 1991, Spring 1992, Fall 1992, and Spring 1993
LOS ANGELES PIERCE COLLEGE

Student Characteristic	Fall 1991 Enroll.	%	Spring 92 Enroll.	%	Fall 92 Enroll.	%	Spring 93 Enroll.	%	Spring 1992-93 Change Enroll.	%
Educational Level:										
BA or Higher	1,690	8.8%	1,715	9.4%	1,691	9.1%	845	5.2%	(870)	-51%
Ethnicity(1)										
Black	767	4.0%	706	3.9%	793	4.3%	693	4.2%	(14)	-2%
Hispanic	2,496	13.0%	2,467	13.5%	2,533	13.6%	2,334	14.2%	(133)	-5%
Asian	3,241	16.9%	3,174	17.4%	3,515	18.9%	3,146	19.2%	(28)	-1%
White	12,140	63.2%	11,397	62.4%	11,251	60.5%	9,795	59.7%	(1,602)	-14%
Entering Status										
New	5,894	30.7%	3,241	17.8%	5,312	28.6%	2,597	15.8%	(645)	-20%
Returning	1,762	9.2%	1,312	7.2%	1,630	8.8%	1,058	6.5%	(254)	-19%
Continuing	11,545	60.1%	13,704	75.1%	11,642	62.6%	12,743	77.7%	(962)	-7%
Hour Load										
Less Than 6 Hours	6,255	32.6%	6,068	33.2%	5,755	31.0%	4,844	29.5%	(1,224)	-20%
6 -- 11.5 Hours	6,211	32.3%	5,930	32.5%	6,229	33.5%	5,573	34.0%	(358)	-6%
12 Hours or More	6,735	35.1%	6,258	34.3%	6,600	35.5%	5,980	36.5%	(278)	-4%
TOTAL ENROLLMENT	19,201	100.0%	18,257	100.0%	18,584	100.0%	16,397	100.0%	(1,860)	-10%
Total WSCH	174,896	100.0%	165,002	100.0%	172,324	100.0%	155,849	100.0%	(9,153)	-6%

Source: Student Data Tape 551 and Matriculation Evaluation Data System (MEDS) data base.

(1)Ethnicity does not include the "other"category.

Prepared by Vernon Wheat and Dexter Kelly, Office of Research and Planning

TABLE 1.7
ENROLLMENT BY SELECTED STUDENT CHARACTERISTIC
Fall 1991, Spring 1992, Fall 1992, and Spring 1993
LOS ANGELES SOUTHWEST COLLEGE

Student Characteristic	Fall 1991 Enroll.	%	Spring 92 Enroll.	%	Fall 92 Enroll.	%	Spring 93 Enroll.	%	Spring 1992-93 Change Enroll.	%
Educational Level:										
BA or Higher	170	2.6%	180	2.9%	148	2.6%	89	1.7%	(91)	-51%
Ethnicity(1)										
Black	4,709	71.8%	4,637	73.6%	4,306	75.5%	3,905	74.7%	(731)	-16%
Hispanic	1,664	25.4%	1,462	23.2%	1,249	21.9%	1,176	22.5%	(286)	-20%
Asian	95	1.4%	112	1.8%	81	1.4%	76	1.4%	(36)	-33%
White	61	0.9%	61	1.0%	44	0.8%	43	0.8%	(17)	-28%
Entering Status										
New	2,308	35.2%	1,417	22.5%	1,499	26.3%	1,041	19.9%	(376)	-27%
Returning	868	13.2%	501	8.0%	710	12.4%	438	8.4%	(63)	-12%
Continuing	3,381	51.6%	4,383	69.6%	3,498	61.3%	3,751	71.7%	(632)	-14%
Hour Load										
Less Than 6 Hours	1,417	21.6%	1,411	22.4%	1,468	25.7%	1,166	22.3%	(245)	-17%
6 -- 11.5 Hours	2,197	33.5%	2,017	32.0%	1,985	34.8%	1,778	34.0%	(239)	-12%
12 Hours or More	2,943	44.9%	2,873	45.6%	2,254	39.5%	2,286	43.7%	(587)	-20%
TOTAL ENROLLMENT	6,557	100.0%	6,301	100.0%	5,707	100.0%	5,230	100.0%	(1,071)	-17%
Total WSCH	63,641	100.0%	61,038	100.0%	52,930	100.0%	49,318	100.0%	(11,720)	-19%

Source: Student Data Tape 551 and Matriculation Evaluation Data System (MEDS) data base.

(1)Ethnicity does not include the "other"category.

Prepared by Vernon Wheat and Dexter Kelly, Office of Research and Planning

TABLE 1.8
ENROLLMENT BY SELECTED STUDENT CHARACTERISTIC
Fall 1991, Spring 1992, Fall 1992, and Spring 1993
LOS ANGELES TRADE-TECHNICAL COLLEGE

Student Characteristic	Fall 1991 Enroll.	Fall 1991 %	Spring 92 Enroll.	Spring 92 %	Fall 92 Enroll.	Fall 92 %	Spring 93 Enroll.	Spring 93 %	Spring 1992-93 Change Enroll.	Spring 1992-93 Change %
Educational Level:										
BA or Higher	576	4.2%	516	3.9%	514	3.7%	297	2.3%	(218)	-42%
Ethnicity(1)										
Black	4,457	32.5%	4,263	32.1%	4,621	33.3%	4,431	34.1%	169	4%
Hispanic	5,760	42.0%	5,737	43.2%	6,053	43.6%	5,485	42.2%	(252)	-4%
Asian	1,844	13.5%	1,805	13.6%	1,822	13.1%	1,706	13.1%	(100)	-6%
White	1,439	10.5%	1,265	9.5%	1,196	8.6%	1,179	9.1%	(86)	-7%
Entering Status										
New	4,666	34.0%	2,912	21.9%	4,384	31.6%	2,876	22.1%	(37)	-1%
Returning	1,462	10.7%	1,002	7.5%	1,324	9.5%	973	7.5%	(29)	-3%
Continuing	7,581	55.3%	9,362	70.5%	8,180	58.9%	9,158	70.4%	(203)	-2%
Hour Load										
Less Than 6 Hours	3,352	24.5%	3,003	22.6%	3,022	21.8%	2,767	21.3%	(237)	-8%
6 -- 11.5 Hours	4,490	32.8%	4,369	32.9%	4,595	33.1%	4,078	31.4%	(291)	-7%
12 Hours or More	5,867	42.8%	5,904	44.5%	6,271	45.2%	6,163	47.4%	259	4%
TOTAL ENROLLMENT	13,709	100.0%	13,276	100.0%	13,888	100.0%	13,007	100.0%	(269)	-2%
Total WSCH	153,077	100.0%	153,821	100.0%	160,388	100.0%	155,849	100.0%	2,028	1%

Source: Student Data Tape 551 and Matriculation Evaluation Data System (MEDS) data base.

(1)Ethnicity does not include the "other"category.

Prepared by Vernon Wheat and Dexter Kelly, Office of Research and Planning

TABLE 1.9
ENROLLMENT BY SELECTED STUDENT CHARACTERISTIC
Fall 1991, Spring 1992, Fall 1992, and Spring 1993
LOS ANGELES VALLEY COLLEGE

Student Characteristic	Fall 1991 Enroll.	%	Spring 92 Enroll.	%	Fall 92 Enroll.	%	Spring 93 Enroll.	%	Spring 1992-93 Change Enroll.	%
Educational Level:										
BA or Higher	1,832	9.5%	1,990	10.8%	1,906	10.1%	1,110	6.5%	(880)	-44%
Ethnicity(1)										
Black	1,429	7.4%	1,297	7.0%	1,384	7.3%	1,275	7.4%	(22)	-2%
Hispanic	4,663	24.2%	4,482	24.2%	4,788	25.4%	4,374	25.4%	(108)	-2%
Asian	2,942	15.3%	2,933	15.9%	3,131	16.6%	2,986	17.4%	54	2%
White	9,794	50.8%	9,353	50.6%	9,181	48.6%	8,169	47.5%	(1,184)	-13%
Entering Status										
New	5,516	28.6%	3,893	21.1%	5,236	27.7%	3,059	17.8%	(835)	-21%
Returning	2,934	15.2%	2,344	12.7%	2,539	13.5%	1,858	10.8%	(486)	-21%
Continuing	10,829	56.2%	12,246	66.3%	11,099	58.8%	12,291	71.4%	45	0%
Hour Load										
Less Than 6 Hours	6,843	35.5%	6,906	37.4%	6,648	35.2%	5,966	34.7%	(939)	-14%
6 -- 11.5 Hours	7,007	36.3%	6,395	34.6%	6,813	36.1%	6,182	35.9%	(212)	-3%
12 Hours or More	5,429	28.2%	5,184	28.0%	5,413	28.7%	5,059	29.4%	(124)	-2%
TOTAL ENROLLMENT	19,279	100.0%	18,484	100.0%	18,874	100.0%	17,208	100.0%	(1,276)	-7%
Total WSCH	164,535	100.0%	156,031	100.0%	162,440	100.0%	147,870	100.0%	(8,161)	-5%

Source: Student Data Tape 551 and Matriculation Evaluation Data System (MEDS) data base.

(2)Ethnicity does not include the "other" category.

Prepared by Vernon Wheat and Dexter Kelly, Office of Research and Planning

TABLE 1.10
ENROLLMENT BY SELECTED STUDENT CHARACTERISTIC
Fall 1991, Spring 1992, Fall 1992, and Spring 1993
WEST LOS ANGELES COLLEGE

Student Characteristic	Fall 1991 Enroll.	%	Spring 92 Enroll.	%	Fall 92 Enroll.	%	Spring 93 Enroll.	%	Spring 1992-93 Change Enroll.	%
Educational Level:										
BA or Higher	1,162	11.9%	1,015	11.7%	1,083	12.2%	483	6.1%	(531)	-52%
Ethnicity(1)										
Black	5,124	52.5%	4,409	50.9%	4,691	53.0%	4,093	51.5%	(315)	-7%
Hispanic	1,332	13.6%	1,204	13.9%	1,246	14.1%	1,189	15.0%	(14)	-1%
Asian	1,039	10.6%	1,007	11.6%	980	11.1%	909	11.4%	(98)	-10%
White	2,071	21.2%	1,833	21.2%	1,744	19.7%	1,538	19.4%	(296)	-16%
Entering Status										
New	3,425	35.1%	1,952	22.5%	2,639	29.8%	1,720	21.6%	(232)	-12%
Returning	1,492	15.3%	975	11.3%	1,344	15.2%	796	10.0%	(179)	-18%
Continuing	4,851	49.7%	5,738	66.2%	4,869	55.0%	5,429	68.3%	(309)	-5%
Hour Load										
Less Than 6 Hours	3,175	32.5%	2,714	31.3%	2,618	29.6%	2,485	31.3%	(229)	-8%
6 -- 11.5 Hours	3,701	37.9%	3,291	38.0%	3,619	40.9%	2,998	37.7%	(293)	-9%
12 Hours or More	2,892	29.6%	2,660	30.7%	2,615	29.5%	2,462	31.0%	(198)	-7%
TOTAL ENROLLMENT	9,768	100.0%	8,665	100.0%	8,852	100.0%	7,945	100.0%	(720)	-8%
Total WSCH	84,011	100.0%	75,903	100.0%	78,370	100.0%	70,422	100.0%	(5,481)	-7%

Source: Student Data Tape 551 and Matriculation Evaluation Data System (MEDS) data base.

(1)Ethnicity does not include the "other"category.

Prepared by Vernon Wheat and Dexter Kelly, Office of Research and Planning

APPENDIX B

TABLE 2

EDUCATIONAL GOALS BY COLLEGE

A THREE YEAR-TREND

TABLE 2. Educational Goals by College: A Three -Year Trend P 1

COLLEGE	Ed Goal	Fall 90	Spring 91	Fall 91	Spring 92	Fall 92	Spring 93
District							
	Career, no Deg	20.8%	23.7%	27.2%	28.8%	29.9%	31.0%
	Degree Only	11.5%	10.3%	8.9%	8.7%	8.3%	8.4%
	Voc Ed	7.0%	6.0%	4.8%	4.5%	4.1%	4.0%
	General	4.5%	4.3%	4.1%	4.2%	4.2%	4.4%
	Transfer	28.2%	27.5%	25.5%	26.1%	25.9%	26.5%
	w Deg	19.9%	19.5%	18.4%	18.7%	19.0%	19.5%
	w/o Deg	8.3%	8.0%	7.1%	7.4%	6.9%	7.0%
	Other	5.8%	8.0%	9.0%	9.9%	9.6%	9.2%
	Undecided/Unk	33.7%	30.5%	29.4%	26.5%	26.3%	24.9%
City							
	Career, no Deg	19.6%	21.1%	24.2%	25.8%	26.6%	27.8%
	Degree Only	11.9%	11.0%	9.2%	9.0%	8.5%	8.5%
	Voc Ed	8.1%	7.1%	5.6%	5.2%	4.8%	4.5%
	General	3.8%	3.9%	3.6%	3.8%	3.7%	4.0%
	Transfer	31.8%	30.9%	27.1%	27.2%	26.0%	26.5%
	w Deg	24.1%	23.0%	20.2%	20.2%	19.8%	20.1%
	w/o Deg	7.7%	7.9%	6.9%	7.0%	6.2%	6.4%
	Other	5.8%	11.3%	14.3%	15.1%	15.9%	15.4%
	Undecided/Unk	30.9%	25.7%	25.2%	22.9%	23.0%	21.8%
East							
	Career, no Deg	18.1%	20.4%	23.6%	24.9%	25.8%	26.5%
	Degree Only	13.2%	11.9%	10.3%	9.9%	9.2%	9.1%
	Voc Ed	7.4%	6.2%	5.3%	4.8%	4.5%	4.3%
	General	5.8%	5.7%	5.0%	5.1%	4.7%	4.8%
	Transfer	33.7%	33.6%	31.8%	32.0%	31.2%	31.7%
	w Deg	26.3%	26.6%	24.9%	24.7%	24.4%	24.6%
	w/o Deg	7.4%	7.0%	6.9%	7.3%	6.8%	7.1%
	Other	5.6%	7.8%	8.3%	8.6%	8.4%	8.0%
	Undecided/Unk	29.4%	26.3%	26.0%	24.6%	25.4%	24.7%

COLLEGE	Ed Goal	Fall 90	Spring 91	Fall 91	Spring 92	Fall 92	P 2 Spring 93
Harbor							
	Career, no Deg	11.3%	9.0%	14.1%	14.8%	21.4%	20.3%
	Degree Only	11.0%	9.4%	7.0%	6.9%	7.2%	6.7%
	Voc Ed	5.8%	5.0%	3.5%	3.1%	3.0%	2.7%
	General	5.2%	4.4%	3.5%	3.8%	4.2%	4.0%
	Transfer	26.8%	22.9%	19.3%	20.0%	23.1%	23.5%
	w Deg	20.5%	17.5%	14.9%	15.2%	18.0%	18.3%
	w/o Deg	6.3%	5.4%	4.4%	4.8%	5.1%	5.2%
	Other	3.4%	2.5%	4.3%	4.9%	5.6%	5.3%
	Undecided/Unk	47.5%	56.2%	55.3%	53.4%	42.7%	44.2%
Mission							
	Career, no Deg	20.5%	25.4%	28.2%	30.8%	29.6%	31.2%
	Degree Only	9.1%	8.1%	7.8%	6.4%	6.5%	7.1%
	Voc Ed	5.8%	4.9%	4.4%	3.1%	3.1%	3.4%
	General	3.3%	3.2%	3.4%	3.3%	3.4%	3.7%
	Transfer	16.1%	15.8%	16.8%	19.1%	18.3%	19.6%
	w Deg	12.1%	11.6%	12.9%	14.0%	13.9%	14.8%
	w/o Deg	4.0%	4.2%	3.9%	5.1%	4.4%	4.8%
	Other	7.8%	9.8%	9.3%	11.2%	11.3%	10.7%
	Undecided/Unk	46.5%	40.9%	37.9%	32.5%	34.3%	31.4%
Pierce							
	Career, no Deg	15.9%	18.4%	23.1%	24.5%	25.1%	25.4%
	Degree Only	10.1%	9.2%	7.6%	7.3%	6.1%	6.4%
	Voc Ed	6.1%	5.3%	4.0%	3.6%	2.7%	2.7%
	General	4.0%	3.9%	3.6%	3.7%	3.4%	3.7%
	Transfer	38.8%	37.5%	34.2%	34.6%	33.2%	34.5%
	w Deg	24.4%	23.6%	22.2%	22.4%	22.6%	23.5%
	w/o Deg	14.4%	13.9%	12.0%	12.2%	10.6%	11.0%
	Other	5.1%	7.0%	7.5%	8.4%	8.4%	8.0%
	Undecided/Unk	30.1%	27.9%	27.6%	25.2%	27.2%	25.7%

COLLEGE	Ed Goal	Fall 90	Spring 91	Fall 91	Spring 92	Fall 92	P 3 Spring 93
Southwest							
	Career, no Deg	19.4%	26.2%	30.6%	33.3%	32.6%	34.3%
	Degree Only	6.9%	7.6%	9.3%	9.5%	9.6%	10.1%
	Voc Ed	3.5%	3.5%	4.3%	3.8%	3.9%	4.1%
	General	3.4%	4.1%	5.0%	5.7%	5.7%	6.0%
	Transfer	14.3%	16.8%	18.3%	21.6%	20.4%	20.6%
	w Deg	11.4%	13.7%	15.1%	17.5%	16.7%	16.8%
	w/o Deg	2.9%	3.1%	3.2%	4.1%	3.7%	3.8%
	Other	4.0%	7.7%	7.0%	7.0%	6.1%	6.8%
	Undecided/Unk	55.4%	41.7%	34.8%	28.6%	31.3%	28.2%
Trade-Tech							
	Career, no Deg	40.3%	42.0%	44.8%	46.3%	48.4%	50.3%
	Degree Only	19.5%	16.8%	14.3%	14.0%	13.0%	12.9%
	Voc Ed	13.9%	11.6%	9.2%	8.8%	7.9%	7.7%
	General	5.6%	5.2%	5.1%	5.2%	5.1%	5.2%
	Transfer	11.0%	10.9%	11.4%	12.0%	12.9%	13.4%
	w Deg	9.3%	9.2%	9.8%	10.1%	11.0%	11.3%
	w/o Deg	1.7%	1.7%	1.6%	1.9%	1.9%	2.1%
	Other	3.5%	5.5%	6.6%	7.4%	6.6%	6.3%
	Undecided/Unk	25.7%	24.8%	22.9%	20.3%	19.1%	17.1%
Valley							
	Career, no Deg	20.2%	24.5%	27.0%	29.4%	30.1%	31.2%
	Degree Only	7.8%	7.5%	7.0%	6.9%	6.8%	7.2%
	Voc Ed	4.2%	3.9%	3.3%	3.2%	2.9%	2.9%
	General	3.6%	3.6%	3.7%	3.7%	3.9%	4.3%
	Transfer	29.8%	29.2%	28.2%	27.4%	27.0%	28.0%
	w Deg	18.4%	18.3%	18.2%	18.0%	18.1%	19.1%
	w/o Deg	11.4%	10.9%	10.0%	9.4%	8.9%	8.9%
	Other	6.6%	10.1%	10.9%	12.9%	11.9%	11.2%
	Undecided/Unk	35.6%	28.7%	26.9%	23.4%	24.2%	22.4%

COLLEGE	Ed Goal	Fall 90	Spring 91	Fall 91	Spring 92	Fall 92	P 4 Spring 93
West							
	Career, no Deg	25.7%	28.0%	32.0%	32.6%	32.3%	33.3%
	Degree Only	11.2%	10.7%	8.4%	8.4%	7.7%	7.7%
	Voc Ed	6.1%	5.5%	4.0%	3.8%	3.5%	3.1%
	General	5.1%	5.2%	4.4%	4.6%	4.2%	4.6%
	Transfer	30.1%	30.7%	27.5%	29.1%	27.9%	29.1%
	w Deg	20.7%	21.1%	19.5%	20.6%	19.7%	20.5%
	w/o Deg	9.4%	9.6%	8.0%	8.5%	8.2%	8.6%
	Other	7.0%	7.1%	8.0%	9.2%	8.4%	7.9%
	Undecided/Unk	26.0%	23.5%	24.1%	20.7%	23.7%	22.0%

Source: Matriculation Evaluation Data System (MEDS) data base.

LACCD Office of Research and Planning 5/5/93